

Kindergarten Writing Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	K.W.1.1 Students are able to write a simple sentence using phonetic spelling. <i>To meet this standard, students may:</i> <ul style="list-style-type: none"> generate an oral story about personal experiences; use pictures and words to tell a story.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	K.W.2.1 Students are able to put letters together to express thoughts. <i>To meet this standard, students may:</i> <ul style="list-style-type: none"> begin to use elements of the writing process (for example: brainstorming, discussion, drawing, sharing work through reading or displaying).
(Application)	K.W.2.2 Students are able to use a variety of words to expand vocabulary.

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	K.W.3.1 Students are able to write upper and lower case letters as appropriate. <ul style="list-style-type: none"> write first and last name.
(Application)	K.W.3.2 Students are able to write a simple sentence using phonetic spelling. <i>To meet this standard, students may:</i> <ul style="list-style-type: none"> use space between words; write using left to right, top to bottom progression.

Kindergarten Writing
Grade Standards, Supporting Skills, and Examples

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	K.W.4.1 Students are able to retell or restate what has been seen or heard. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• gather information from pictures, books, and videos to enhance writing;• create sentences or word representations to explain events.

**Kindergarten Writing
Performance Descriptors**

Advanced	Kindergarten students performing at the advanced level: <ul style="list-style-type: none">• write complete thoughts;• summarize what has been seen or heard.
Proficient	Kindergarten students performing at the proficient level: <ul style="list-style-type: none">• use a variety of words to expand vocabulary;• write upper and lower case letters;• write a simple sentence using phonetic spelling;• retell or restate what has been seen or heard.
Basic	Kindergarten students performing at the basic level: <ul style="list-style-type: none">• express meaning through pictures and isolated letters;• recognize the letters of the alphabet;• communicate personal experiences through oral expression.

**Kindergarten Writing
ELL Performance Descriptors**

Proficient	Kindergarten ELL students performing at the proficient level: <ul style="list-style-type: none">• write or draw a conclusion to a story;• use pictures and words to tell a story;• begin to use elements of the writing process;• “read” a wordless book;• use speaking, listening, reading, and viewing to assist with writing.
Intermediate	Kindergarten ELL students performing at the intermediate level: <ul style="list-style-type: none">• write first and last name;• write independently and collaboratively;• write using left to right, top to bottom progression;• apply appropriate spacing between letters and words;• represent information gathered from pictures, books, and videos through drawing or in written form.
Basic	Kindergarten ELL students performing at the basic level: <ul style="list-style-type: none">• understand and write upper and lower case letters as appropriate;• label a picture or chart to record information;• understand and apply correct spacing, size of letters, and legibility in handwriting.
Emergent	Kindergarten ELL students performing at the emergent level: <ul style="list-style-type: none">• trace symbols, letters, and words.
Pre-emergent	Kindergarten ELL students performing at the pre-emergent level: <ul style="list-style-type: none">• do not understand or produce enough written language to perform in English.

First Grade Writing

Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	1.W.1.1 Students are able to use text and illustrations to express thoughts and ideas. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> write brief narratives describing personal experiences; write a story with a beginning, middle, and end.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	1.W.2.1 Students are able to contribute ideas to writing. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> participate in the writing process through shared and interactive writing (for example: teacher-led brainstorming, webbing, mapping to generate topics).
(Application)	1.W.2.2 Students are able to use descriptive words in writing. For example: The big, black cat ran down the long street.

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	1.W.3.1 Students are able to write complete, simple sentences. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use a period; use a capital at the beginning of a sentence; use correct spelling of grade level words in final copy; use word family pattern rules (for example: man, can, fan).

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	1.W.4.1 Students are able to write to retell information and ideas. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use writing to understand various topics in science, social studies and mathematics; use books and other media to gather information to write about life situations.

**First Grade Writing
Performance Descriptors**

Advanced	First grade students performing at the advanced level: <ul style="list-style-type: none">• use text to express thoughts and ideas;• organize a variety of information and ideas through writing.
Proficient	First grade students performing at the proficient level: <ul style="list-style-type: none">• use text and illustrations to express thoughts and ideas;• use descriptive words in writing;• write complete sentences using initial capital and end period;• write to retell information and ideas.
Basic	First grade students performing at the basic level: <ul style="list-style-type: none">• use illustrations and phonetic spelling to create simple stories;• retell information and ideas.

**First Grade Writing
ELL Performance Descriptors**

Proficient	First grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • use speaking, listening, reading, and viewing to assist with writing; • use text and illustrations to write a story with a beginning, middle, and end; • write to retell information gathered from books, videos, the media, or through life experiences; • begin to edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation.
Intermediate	First grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • use teacher-led brainstorming, webbing, and mapping to generate topics for writing; • write in complete sentences; • write for real audiences and purposes, such as name, address, and phone number; • retell a story in own words.
Basic	First grade ELL students performing at the basic level: <ul style="list-style-type: none"> • write to retell information and ideas, using self, peer, and/or teacher to organize the writing; • use speaking, listening, reading, and viewing to assist with writing; • use films, cassettes, television, or computer programs to facilitate and improve English language learning.
Emergent	First grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • trace symbols, letters and words; • copy symbols, letters, and words from prompts; • understand and write upper and lower case letters as appropriate; • label pictures.
Pre-emergent	First grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand or produce enough written language to perform in English.

Second Grade Writing
Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.W.1.1 Students are able to write short stories, paragraphs, and poems to express ideas. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • present in a logical sequence (beginning, middle, end); • connect related ideas.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.W.2.1 Students are able to generate various forms of writing. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • use the writing process to create stories, friendly letters, personal narratives, and informational pieces (for example: prewriting, drafting, revising, editing, publishing).
(Application)	2.W.2.2 Students are able to use descriptive detail and a variety of sentence types. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • use declarative, interrogative, imperative, and exclamatory sentences.

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	2.W.3.1 Students are able to use correct grammar, punctuation, and spelling when editing written expression. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • distinguish between complete and incomplete sentences; • use correct grammar; • capitalize one-word proper nouns; • use a question mark and exclamation point; • apply spelling strategies to spell new words; • apply a known word to spell an unknown word (for example: make/lake); • use knowledge of regular spelling patterns (for example: CVC, CVCE, CVVC).

**Second Grade Writing
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	2.W.4.1 Students are able to write in all subject areas. <i>To meet this standard students may:</i> <ul style="list-style-type: none">• use information from various texts to support conclusions;• condense, combine, and order information in written work.

**Second Grade Writing
Performance Descriptors**

Advanced	Second grade students performing at the advanced level: <ul style="list-style-type: none">• write stories, multiple paragraphs, and poems to express ideas;• generate a wide variety of forms of writing;• write organized, complete thoughts;• use conventions consistently;• write to explain key concepts in various subject areas after reading a variety of informational texts.
Proficient	Second grade students performing at the proficient level: <ul style="list-style-type: none">• write short stories, paragraphs, and poems to express ideas;• use descriptive detail and a variety of sentence types to generate various forms of writing;• use conventional mechanics and spelling when editing written expression;• write to explain key concepts in various subject areas after reading informational text.
Basic	Second grade students performing at the basic level: <ul style="list-style-type: none">• write short stories and poems to express ideas;• recognize various forms of writing;• begin to recognize conventional mechanics and spelling when editing written expression;• begin to write in various subject areas.

**Second Grade Writing
ELL Performance Descriptors**

Proficient	Second grade ELL students performing at the proficient level: <ul style="list-style-type: none"> • write paragraphs, short stories and poems; • present material in a logical manner; • use the writing process to generate various forms of writing; • write to explain key concepts and relationships by using information from various texts to support conclusions; • write from experience, thought, and feelings; • use descriptive detail and a variety of sentence types.
Intermediate	Second grade ELL students performing at the intermediate level: <ul style="list-style-type: none"> • use a variety of strategies and activities for finding and developing ideas about which to write; • talk about and write a few sentences telling about a personal experience; • listen to a story and retell the sequence in a few sentences.
Basic	Second grade ELL students performing at the basic level: <ul style="list-style-type: none"> • imitate writing from others in different situations and settings; • write from personal experiences; • use a variety of strategies and activities for finding and developing ideas about which to write; • write for a variety of purposes.
Emergent	Second grade ELL students performing at the emergent level: <ul style="list-style-type: none"> • trace symbols, letters and words; • copy symbols, letters, and words from prompts; • use listening and viewing to assist with writing; • understand and write upper and lower case letters as appropriate; • label pictures.
Pre-emergent	Second grade ELL students performing at the pre-emergent level: <ul style="list-style-type: none"> • do not understand or produce enough written language to perform in English.